

Kalid Ali, Mani Chadaga, Simon Mulrooney, Akshay Nambudiripad Annotated Bibliography

Senior Division

Website: Horace Mann and the Common School Movement

Primary Sources:

Acts and Laws Passed by the Great and General Court or Assembly of His Majesty's

Province of the Massachusetts-Bay in New-England: Begun and Held at Boston, upon Wednesday, the Twenty-Eighth of May, 1718. Printed by B. Green ..., 1718.

This document contains comments on the effect of Massachusetts' laws' impact on actual education outcomes, specifically pertaining to the Old Deluder Satan law.

We used it for a quote and to understand how effective (or ineffective) the original laws were. This provided context for understanding the barriers students faced towards getting an education, as well as showing the segmentation of colonial society (as opposed to our current state of interconnectivity which allows for a higher degree of public amenities).

“American Watchman and Delaware Advertiser. [Microfilm Reel], September 01, 1826.”

Library of Congress, Chronicling America: Historic American Newspapers, chroniclingamerica.loc.gov/lccn/sn82014894/1826-09-01/ed-1/seq-2. This primary source was a Delaware newspaper from 1826, which we found on

Chronicling America. This source helped us understand how other states in New England (which we extrapolated to the rest of America) viewed Massachusetts and its education system. This source was honoring various individuals, and some of the individuals, such as Mr. Biddle of Philadelphia, were praised for having a ‘Massachusetts education.’ This minor detail showed us that a Massachusetts education was viewed by other states as education of the highest caliber. We used this information to reinforce our understanding of the fact that Massachusetts was the pioneer of education within America, and when Massachusetts implemented major education-related changes, other states would follow suit.

“Deluder.html.” *Constitution Society: Everything Needed to Decide Constitutional*

Issues, www.constitution.org/primarysources/deluder.html. This online transcription of the Old Deluder Satan law was useful for the historical context of what system came before the compulsory system instituted in 1852 in Massachusetts. This source was useful for historical background. This source showed us the specifics of the Old Deluder Satan law and how it affected different sizes of townships, and this knowledge was instrumental to our realization that a massive barrier to education existed to children living in smaller cities in colonial Massachusetts. We listed it as a primary source as it is the verbatim text of the Old Deluder Satan law which was referred to many times in the discussions of the time of our event.

“Grades 11-12: Horace Mann, ‘The Necessity of Education in a Republican Government," Multiple Occasions, Fall 1839.” *Voices of Democracy*, voicesofdemocracy.umd.edu/horace-mann-the-necessity-of-education-in-a-republican-government/. This site has the text of Horace Mann's speech on the importance of education to democracy from 1839. This speech was an important resource for understanding Mann's positions and also his quotes. Additionally, we learned through our research Mann's were among his most influential works, along with his Common School Journal. The quotes in this speech, such as ‘Education is the great equalizer of men,’ are some of the most commonly referenced quotes of his in secondary sources, despite them being originally spoken, not put into writing. This was listed as a primary source as we used it for the text of Mann's speech solely.

Hardenbergh, Nicky. “Massachusetts Compulsory Attendance Statutes from 1852-1913.” *Massachusetts Compulsory Attendance Statutes from 1852-1913*, 2003, www.mhla.org/information/massdocuments/mglhistory.htm. This online article consists of the changes to Massachusetts' compulsory attendance laws from 1852 to 1913. We used it primarily for the text of the 1852 compulsory attendance law as that law was a centerpiece of our project. This source helped us understand what Massachusetts' eventually implemented in response to the Common School

Movement. Being able to see the actual text of the statutes helped us gain a more contemporary understanding of the policies that were being discussed in the Common School Movement as well as allowing us to more accurately describe the impacts and shortcomings of such policies. We classified this source as a primary source as we used it solely for the verbatim text of the statutes that were implemented during the time of our project.

Mann, Horace, and Mary Tyler Peabody Mann. *Life and Works of Horace Mann*.

Published for the Editor, 1867. This book presents many of Horace Mann's thoughts on education and was an important source for our research. This document also allowed us to examine the wide array of research that Mann had completed, allowing for a very holistic view into the mind of Horace Mann. This source was particularly interesting because it contained views from both Horace Mann himself, who was the subject of our website, and his wife, who happened to be a teacher and education activist herself. While we didn't end up using any quotes from this source, the contrasting (but often similar) views of an actual teacher (Horace Mann's wife) and the politician representing her (Horace Mann) gave us interesting insight into how relevant Horace Mann's concerns were to the quality of teaching and education as a whole.

Mann, Horace. *A Few Thoughts for a Young Man*. Lee, 1887. This book is Mann's recommendations to young people on the importance of furthering their education on their future. While we did not use any quotes from this source, it gave us a better understanding of Horace Mann's core principles of education, and why he valued it so much. We found it interesting that Horace Mann valued the collective understanding of societal values as his utmost priority, with collective ignorance being his greatest fear and a major threat to society. This is interesting because it goes against many of the current sentiments related to education today -- for example, that education is a means towards a better job.

Mann, Horace. *The Common School Journal for the Year 1838*. Marsh, Capen, Lyon, and Webb, 1838. This was one of Mann's earliest attempts at creating a Common School Journal. The first official version actually came out in 1839, but this version still contained some of his thoughts along with pieces from other influential people in the education space. We didn't end up using any quotes from this 'first' Common School Journal, but it allowed us to gain an understanding of how Mann's views changed over time. For example, Horace Mann was much more favorable to the Lancasterian method, which is corporal punishment-intensive, in these early journals. In his later journals -- specifically those after his trip to Europe, Mann is much less in favor of the Lancasterian method, and his writings and overall nature of the Journal reflect that.

Mann, Horace. *The Common School Journal for the Year 1839*. Marsh, Capen, Lyon, and Webb, 1839. This was the very first official Common School Journal, and also the one that is mentioned most in secondary sources, as it spread very rapidly throughout education circles. In this journal, Mann introduced his main principles and core beliefs in the introduction. To present these beliefs, we created an interactive multimedia experience where users of the website could use their mouse to hover over a graphic of the book and then click on certain passages to read them in detail. We felt this interactive experience would do a great job of introducing the reader to one of Mann's main criticisms of the current public system -- that it was underfunded, and that the people didn't care enough to fund it any more. Mann also used the 1839 Common School Journal to introduce his six main principles of universal education. These principles gave us key insight into why Mann valued a universal education system and how he envisioned such a system would look. To present these principles to our viewers, we created a tabular mechanism that displays the different principles when users click on buttons numbered from one to six. Lastly, in addition to the many quotes used in the large book graphic and the quotes of the six main universal education principles, we had other additional quotes from Horace Mann and other editorial writers in this Journal. All in all, the 1839 Common School Journal was one of the most influential primary sources that we used for this project.

Mann, Horace. *The Common School Journal for the Year 1841*. 1841. This journal gave us a preview to some of Horace Mann's beliefs in the middle of his career. We noticed a shift from emphasizing individual school improvements to a greater focus on the school system as a whole, and more specifically, making the school system accessible to all. We weren't able to find a specific quote in this 1841 Journal that showed this belief from Mann, but reading this primary source allowed us to develop the second half of our movement and reform sections, which discuss the universal education aspect of Horace Mann's advocacies.

Mann, Horace. *The Common School Journal for the Year 1844*. 1844. This primary source is the *Common School Journal* that was written and published the year following Horace Mann's trip to Europe in 1843. Towards the beginning of this journal, Mann summarizes the main takeaways he got from seeing European schools. We added some of these quotes into our website -- namely the quotes in which he discussed Prussian schools, as the Prussian education system was the one he was most impressed by. In addition to explicitly saying it at the beginning, Mann promoted some of these Prussian (and other European) education ideas at other parts of the Journal, proving that his beliefs had been truly shifted by new perspectives in Europe.

Mann, Horace. *Lectures on Education*. Forgotten Books, 2015. This book is a collation of many of Mann's thoughts on various education topics. This source contained many of Mann's most prolific and memorable thoughts on educational topics -- for example, he compared a student to an apple in one and a teacher to an iron in another. In the first version of our website, we included these quotes, but we later decided to omit them. However, knowing about these one-liners taught us something important about Horace Mann's persuasion style -- that he had a certain rhetorical prowess that allowed him to make grand impressions on groups of people without using too many words.

Mann, Horace. *On the Art of Teaching*. Applewood Books, 1989. This was a book written by Horace Mann during his career as an education reformer. This book was an important primary source in our research about Horace Mann's interaction with the leading educational thought of the time. Through this primary source, we learned that Horace Mann's ideas weren't entirely original. In fact, many of his ideas were borrowed from other educational thinkers (and this notion was emphasised in another secondary source we found). The true power of Horace Mann was that he could persuade the masses to actually prioritize public education and adhere to his principles. This source changed our minds on a lot of things, but not because it was ground-breaking -- because it was largely

unoriginal, actually, and Horace Mann saw amazing results in policy and public belief anyways.

Mann, Horace. "Speech of Hon. Horace Mann, of Massachusetts, on the Institution of Slavery. Delivered in the House of Representatives, August 17, 1852."

HathiTrust,

babel.hathitrust.org/cgi/pt?id=loc.ark%3A%2F13960%2Ft08w3j812&view=1up&seq=5. This speech was given by Horace Mann to Congress in 1849. The speech regarded states' rights pertaining to slavery, which was a hot-button issue at the time. This source gave us important contexts of the importance of the Common School movement in politics at the time and in quotes. While this source had few direct references to education, we could clearly infer from this source that Horace Mann valued the rights of all, not just wealthy white males, and he believed that education was absolutely a right that should be extended to every human on the planet. Some secondary sources backed up this assertion of ours that we had gathered from this speech.

"Polynesian. [Volume], September 24, 1848, Page 74, Image 2." Library of Congress, *Chronicling America: Historic American Newspapers*, chroniclingamerica.loc.gov/lccn/sn82015408/1848-09-24/ed-1/seq-2. This primary source was a Hawaiian newspaper which we found on *Chronicling*

America. This source included a passage from Horace Mann that we had not seen before, and this passage showcased an important aspect of Horace Mann's beliefs. See, in this passage, Horace Mann asserts that while he has strong religious beliefs, he thinks that people who go against his beliefs, or people who are "non-believers", should have the same rights as him. This belief of Mann's, which we uncovered through this primary source, helped strengthen our view of Mann's idea that universal education was key. Education was not just for a certain group of people, but for everyone -- even those who one doesn't agree with.

Secondary Sources:

“Anti-Catholicism and the History of Catholic School Funding.” Catholic League, 20

Mar. 2017,

[www.catholicleague.org/anti-catholicism-and-the-history-of-catholic-school-fundi](http://www.catholicleague.org/anti-catholicism-and-the-history-of-catholic-school-funding/)

[ng/](http://www.catholicleague.org/anti-catholicism-and-the-history-of-catholic-school-funding/). We used this source for context on how Catholics felt about the common school movement. It was very useful in understanding the reasons contemporary Roman Catholics opposed some of the policies Mann put forward as well as giving us examples of some opposition to these policies that continues in some form even to this day. This is very helpful as it is very difficult to properly understand a policy without understanding to the fullest extent possible the reasons for opposition to it.

Altenbaugh, Richard J. *Historical Dictionary of American Education*. Greenwood Press, 1999. This book provided us with lots of good facts about the history of education in general and some very good specific information about the early history in Massachusetts surrounding the Old Deluder Satan law. Being a dictionary, and a historical one at that, which was even specifically targeted to our topic of choice, this source was a very good resource for precise and accurate definitions regarding many of Massachusetts’ laws and policies.

“Bernie Attema's Pages.” *Bernie Attema's Pages*,

www.attema.net/StPauls/History/SCHOOL%20CLASS%20OF%201910.jpg.

This image was used to freshen up our website. It added some context as to the frame of mind people of this time were in. It portrays children outside a Lutheran church that also doubled as a schoolhouse.

“Biography.com.” *Biography.com*,

[www.biography.com/.image/c_limit%2Ccs_srgb%2Cq_auto:good%2Cw_402/M](http://www.biography.com/.image/c_limit%2Ccs_srgb%2Cq_auto:good%2Cw_402/MT5NTU2MzE2MzA3Njg2OTIz/horace-mann-9397522-1-402.webp)

[TE5NTU2MzE2MzA3Njg2OTIz/horace-mann-9397522-1-402.webp](http://www.biography.com/.image/c_limit%2Ccs_srgb%2Cq_auto:good%2Cw_402/MT5NTU2MzE2MzA3Njg2OTIz/horace-mann-9397522-1-402.webp). We used

this image to adorn our website. It allowed for us to understand what Mann looked like, which allowed us to gaze into his psyche and truly examine the character of Horace Mann.

Campello, Bruno. “Origin of Compulsory Education.” Medium, 2020,

miro.medium.com/max/1400/1*1WyyhhEBljM4vWY_H1zx8g.jpeg. We used this

image to prettify our website and add some historical context to put the reader into the frame of mind of contemporary Americans. This helps the reader to really understand how the time of this movement was fundamentally different than the

time we now inhabit, and these differences must be recognized to fully understand what occurred almost two hundred years ago.

“Common School Movement - Colonial and Republican Schooling, Changes in the Antebellum Era, The Rise of the Common School.” StateUniversity.com, education.stateuniversity.com/pages/1871/Common-School-Movement.html. This article provided a very strong summary of the process which gave rise to the common school in America. It used and defined effective contemporary terms with great precision and it was a very effective source which gave us a strong understanding of the topic and provided a good reference for certain terms contemporaneous to the common school movement and Mann’s activities in and around the United States.

“Compulsory Education Laws: Background.” *Findlaw*, education.findlaw.com/education-options/compulsory-education-laws-background.html. This online legal summary covers the current state of compulsory education as well as the history of compulsory education in the United States, which gave us some very useful background knowledge to better understand the context of the time. As a resource primarily for practicing lawyers this website provided a very analytical approach to this topic as well as touching on some topics such as case law which while not being a part of our final product were

important for gaining a holistic view on the state of compulsory education both in the past and the present.

Dean, Stuart, and Albert Plitz. *School Life*. Office of Education, 1961. This edition of the Office of Education Official Journal includes some important pieces of information for our project. It was very useful for gaining an understanding of the development of the common schools from a mid-20th century perspective. This helps us understand how understanding of this event has changed over time and allows us to check any unconscious biases we may have from living in the 21st century. As an Interior Department file this document was known to be reputable, so we were able to use it to cross-check other sources as well.

Eisenmann, Linda. *Historical Dictionary of Women's Education in the United States*. Greenwood Press, 1998. This reference source for women's education includes an important quote which speaks about Horace Mann's work that helped integrate girls into the classroom. It is also useful for detailing the struggles that women faced getting into the classroom before this era. Even when they were able to get into a school, they were oftentimes only taught to manage a home.

Foley, Elizabeth F. "Horace Mann and His Educational Activities as Correlated with the Social and Economic Conditions in 1837." University of Massachusetts Amherst, 1937. This thesis provided us with a valuable quote about Mann's methods in instilling the values of education in Massachusetts' citizenry. It also showed us what people in the early 20th century thought of Horace Mann, which allowed us to understand how his movement had aged and understand our own 21st century biases towards the subject.

Gangel, Kenneth O. *Christian Education: Its History and Philosophy*. Wipf and Stock Publishers, 2002. We used this for background research on educational theory. It has useful information about education in the Christian tradition, which was the system which common schools were originally based on. They have grown much beyond that since, but some of the influences described here still remain.

"The Gilder Lehrman Institute of American History." *The Gilder Lehrman Institute of American History*,
www.gilderlehrman.org/sites/default/files/imagecache/inline-2col-full/essay-images/Nast.loc_.web__0.jpg. We used this image to improve the user engagement of our website. It portrays common schools as being all-inclusive and very open, which some saw as a negative aspect at first. Of course, this is now known to be

one of the greatest benefits to universal compulsory education, which is that everyone gets it.

Glatter, Hayley. "TBT: Mass. Becomes the First State to Make Kids Go to School."

Boston Magazine, Boston Magazine, 17 May 2018,

www.bostonmagazine.com/education/2018/05/17/tbt-compulsory-education-massachusetts/. This online news article described the compulsory attendance law of 1852 from a distinctly modern perspective rather than the historical perspective our other sources looked at it. This source was not used for quotes but rather for background and to keep us aware of the time in which we live so we don't get stuck in the past perspective.

Gonzalez, Thalia. Sturm College of Law. This source is a file on an esteemed professor's teaching philosophy. We used it as a source for a quote from Horace Mann.

Mann's educational philosophies have endured even to this day and this file shows us how some of his methods are even used in higher education. One might think that higher education today is fundamentally different than elementary education two hundred years ago, and they'd be right, but this source shows how Mann's ideas were applicable in many different contexts.

Hinsdale, B. A. *Horace Mann and the Common School Revival in the United States*.

Heinmann, 1898. This book was very useful in understanding the context of Horace Mann's role within the common school movement. We used it to better fit Mann in with the broader movement and the national changes that occurred. It also helped us understand how different time periods throughout American history saw Horace Mann and allowed us to recognize our own 21st century biases. We also found a handy quote from this source about Mann's Common School Journals, which were some of our main primary sources. This book said that the Journals were some of the best expositions about education and its value (especially Mann's reports at the beginning and end of the Journals). Because of Hinsdale's reputation as an education historian, we included his quote about how great the Journals were.

“Historical Timeline of Public Education in the US.” *Race Forward*, 8 Oct. 2015,

www.raceforward.org/research/reports/historical-timeline-public-education-us.

This gave us some useful background info on education in the United States in general. It provided a great overview of the history of education so we had some points to dive off from and locate more rigorous sources for. This was very helpful in letting us know where to look to really understand the situation of education both before and after Horace Mann's actions.

“History of American Education.” *Preceden*, 2020,

www.preceden.com/timelines/166355-history-of-american-education. This online timeline and summary was a useful source for background information in our research process. It helped us understand what the sequence of events was in the development of American public schools, even though it was not used for quotes as it is not specific or credible enough for that purpose.

“Horace Mann.” *Biography.com*, A&E Networks Television, 16 Apr. 2019,

www.biography.com/scholar/horace-mann. This online article gave us a background for understanding the central figure of our topic. While it was not used for quotes, it was a good overview of the context of our topic. We were able to get some great jumping-off points which allowed us to conduct more in-depth research in many other areas.

“Horace Mann, Colorized.” Fine Art America,

www.google.com/url?sa=i&url=https%3A%2F%2Ffineartamerica.com%2Ffeatured%2F1-horace-mann-1796-1859-granger.html&psig=AOvVaw0TiifDpkuGKhPIvv6tYUDW&ust=1587768502690000&source=images↦cd=vfe&ved=0CAIQjRxqFwoTCICqi-HQ_-gCFQAAAAAdAAAAABAD

. This image was used on our website. It provided a colorized depiction of Horace

Mann so that we and the reader could see what the great legislator looked like in real life.

Infoplease. "State Compulsory School Attendance Laws." *Infoplease*, Infoplease, www.infoplease.com/us/elementary-and-high-school-education/state-compulsory-school-attendance-laws. This website was used for the info that ultimately created our sliding map. This ended up being one of the most in-depth multimedia pieces on our website. This data ended up providing a great visual for watching the common school movement spread across the nation in real (albeit accelerated) time.

"Khan Academy." *Khan Academy*,
cdn.kastatic.org/ka-perseus-images/fd5f90cf9429199a9d734e0c07a803536373a831.jpg. This image was used on the website. There was a lot of conflict and emotion within the image that we found to be very interesting. The spirit of colonial America was also shown, which we felt was important to include on our website.

Mann, Horace, and Lawrence Arthur Cremin. *The Republic and the School: Horace Mann on the Education of Free Men*. Teachers College Press, 1957. This book

was very useful for understanding Horace Mann's viewpoints on a variety of educational topics. We used it both for understanding and for quotes.

Martin, George H. *Martin's Education in Massachusetts*. D. Appleton and Company, 1894. This was used for a quote about the immediate effects that Mann had on education funding in Massachusetts. It provided a very close view of the events of Mann's life, while being far enough removed to be objective. This helps us gain an understanding of historical context and know how people throughout the life of our nation viewed this movement. Besides being useful for providing alternative interpretations of the events, it also allows us to better quantify the bias we hold from living in the 21st century and appropriately counter it in our website.

Martin, George H. *The Evolution of the Massachusetts Education System*. D. Appleton and Company, 1915. This is another book by George Martin that touches on Horace Mann. We used this secondary source for information pertaining to the long-term effects of Horace Mann's influence on public opinion on public education. Through this source, we learned that Horace Mann had successfully influenced people in Massachusetts (and some people in other states) with his vision of universal education. We also learned that before Horace Mann's time, people were very apathetic about public education, and his task was changing that apathy. We found that this source contained many quotes that reinforced our

argument, so we added some quotes about the apathy (and how Horace Mann tackled it) to the 'Movement' and 'Legacy' pages on our website.

“Massachusetts Passes First Education Law.” *John Brown Speaks in Concord*,

www.massmoments.org/moment-details/massachusetts-passes-first-education-law.html. This online summary of the early Massachusetts education laws gave us good historical background and context for our event. We used it to deepen our understanding of what came before Horace Mann's time.

“Minnesota Public Radio.” *Minnesota Public Radio*,

img.apmcdn.org/1b81f9208e5ecc95a04afbe2ad6394ebb753ffa3/uncropped/929239-20160906-centralhigh02.jpg. We used this image to beautify our website. This image is actually of the school which we have all attended. Although it was taken before we matriculated there, we are pretty sure the woman walking down the steps is an English teacher who taught two of us last year.

Morris, Charles. *Heroes of Progress in America*. J.B. Lippincott, 1906. This book was used for a quote describing Mann's work ethic. Unfortunately the sheer effort that Mann put into his work had to be glossed over in our website to make room for all

of the achievements he had, but this book really showcased the absolute willpower which this man had.

“Normal School in Salem Massachusetts.” *Normal School in Salem Massachusetts*, 1884, digitalcommons.salemstate.edu/essex_lithographs/1026/thumbnail.jpg. We used this image to bedeck our website. We knew that the quality of our website is important to us. This image is of the very first public normal school, which was Horace Mann’s most significant undertaking -- at least during his career on the MBOE. We actually used this one image in two different places. The first place was at the very beginning of the website, and this version was colorized. The second place was on the ‘Reform’ page where we actually talk about the undertaking of implementing public normal schools. This image fit very well with our color scheme, and was also highly relevant to our project, so we were happy to use it, even multiple times.

“Outofthearchives.org.” *Outofthearchives.org*, outofthearchivesdotorg.files.wordpress.com/2014/03/33447_2.jpg?w=390&h=600. This was an image we used to spice up the first version of our website. The image was a colorized version of an alphabet book from early colonial Massachusetts. We originally included this image as part of two columns. However, we scrapped this image when a better alternative came up. Funnily

enough -- this image contained A,B,C,D,E, and F whereas our alternative was a photograph of the book itself that contained the last letters of the alphabet along with some excerpts about submission to God and one's superiors. Obviously we went with the alternative because it contained all the benefits of the first image (example of early colonial education) but also touched on the religious prevalence in early schools.

Riser-Kositsky, Maya. "Education Statistics: Facts About American Schools." *Education Week*. N.p., 02 Apr. 2020. Web. 22 May 2020. This site was used in order to obtain information about how many teachers there are in public schools in the US. This was a helpful statistic when determining the long term legacy of Horace Mann's actions. It helped us understand the true magnitude of the shift that has taken place in this country. To go from a miniscule graduation rate to having almost 1% of the population employed as teachers in such a short time is astonishing.

"The Rosy—and False—Narrative of American Public Schooling." *Intellectual Takeout*, 20 Oct. 2017, The Rosy—and False—Narrative of American Public Schooling. This image was used to bedazzle our website, in ways most people could not

imagine. The tremendous quantity of lined chalk on the whiteboard is a metaphor for the newfound thoroughness of the school system.

“Shutterstock.Com.” *Shutterstock.Com*,

editorial01.shutterstock.com/wm-preview-1500/6051052il/4feb7c01/art-history-various-shutterstock-editorial-6051052il.jpg. This image was used to decorate our website.

Snyder, Thomas D. *120 Years of American Education: a Statistical Portrait*. United States Department of Education, 1993. This book was used for our graph on American high school graduation rates over time. Actually visualizing graduation trends allowed us to understand the effect of American education policies over time.

“Stevens Historical.” *Stevens Historical*,

www.shraboise.com/2012/09/the-evolution-of-american-public-education/. We used an image from this site to garnish our website. It showed an image of an early school house, with children around to demonstrate just how small these schoolhouses were. This image gives some context for how times were different

when these schoolhouses were the biggest school most people would ever set foot in.

SWALE, ALISTAIR. *POLITICAL THOUGHT OF MORI ARINORI: a Study of Meiji Conservatism*. TAYLOR & FRANCIS, 2016. This book is about the political opinions of an Imperial Japanese statesman. This statesman argued that universal education was needed, and quoted Horace Mann for his argument. We used it for a quote of Horace Mann, and also for some context that helped us draft and figure out the final version of our legacy section.

“Texas Enters the Union.” History.com, A&E Television Networks, 4 Mar. 2010, www.history.com/this-day-in-history/texas-enters-the-union. This source provides some badly-needed historical context about the United States during the Common School Movement and the addition of girls into these schools. It shows how something as important as education for all genders could be overshadowed by other current events, such as the accession of Texas to the union and the growing tensions over slavery.

“US History Scene.” *US History Scene*, ushistoryscene.com/wp-content/uploads/2015/03/classroom-19th-century-1140x6

84.jpg. We enhanced the realism of our website with this image. It helped provide the context for the reader of what a 19th century classroom looked like. Although the materials, clothes, and furnishings are plainly of an older age, the expressions on the children's faces are reminiscent of those one would see in any modern elementary school. This showed us that while some things did change over the years, other things remained constant.

“US News.” *US News*,

www.usnews.com/dims4/USNEWS/1cb0bd2/2147483647/resize/970x/quality/85/?url=https%3A%2F%2Fmedia.beam.usnews.com%2Fd4%2Fed%2Fcb737de642a4a732091874537130%2F150212-gradrate-graphic.png. We used this image to furnish our website. It also gave us some context as to how education improved nationwide after the completion of the Common School Movement, leading to increased graduation rates across the board. This is one of the most dramatic shifts in national education in world history, with graduation rates increasing by 65 percentage points in a mere 60 years.